

## Abstract

DISSERTATION: Elementary School Parents' Opinions toward Educational Technology and its Role in their Children's Education

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DATE: December 2013

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This study surveyed parents of elementary students in the small Midwestern community of Montpelier, Indiana to elicit their opinions toward the educational technology in their children's school and the role it plays in their education. Montpelier Elementary School (MES) has 223 students from 161 families. A phone survey was done to which about 42% of the parents responded to 13 questions. Questions regarding the level of satisfaction with the different educational technology resources available to the students and their involvement in the decision-making process to go to a one-to-one student to computer ratio were asked. A Likert-type scale was used to measure the parents' responses.

Of the 67 parents who responded, 36 were of low SES, while 31 were considered high socioeconomic status. The ratio was the same ratio of low to high SES as the entire population of families in the school. The results of the survey were tested by conducting a multivariate analysis of variance (MANOVA) to determine if there was a significant difference in the responses between the two groups. The evidence suggests that socioeconomic status did play a

role in the opinions of the parents toward the educational technology in their children's school and the role it plays in their education. The data showed that for MES, there was significant difference in the overall survey responses. There was also a significant difference in 10 of the 13 survey responses. Low SES families tended to be less satisfied with the educational technology and less involved in the decision-making processes regarding that educational technology.